Animal game

by Jackie Holderness & Annie Hughes

Level 3 • Elementary

Age: Primary (6–11)
Language aims: To use animal vocabulary; to classify animals using *that*
Time: 35 minutes
Student grouping: Pairs, whole class
Materials: One copy of the worksheet per student; pictures of animals (optional: see Preparation); one dice per pair; one counter per student; colouring pens or pencils; paper
Language focus: Numbers; *throw again, dice, I'm/You're stuck; ladybird, shark, monkey, spider, crocodile, zebra, octopus, cat, bird, butterfly, cow, rabbit, mouse, elephant, bee, kangaroo, frog, fish, lion, snake, horse, dog; live, fly; in/on, a farm, Africa, Australia; legs*

Preparation

Prepare one set of pictures of any animals from the Language focus above that your students won't know. The pictures should be large. Alternatively, you can draw pictures of the animals on the board.

If there are too many items of vocabulary for your class, white out some of the animals on the worksheet and replace them with extra bees.

Procedure

Step 1

Pre-teach the new animal names (see Language focus above) using mime or sound effects. Practise them with the whole class using the pictures you prepared or by drawing pictures of the animals on the board.

Step 2

Put the children into pairs. Hand out one copy of the worksheet and a counter to each child and one dice per pair. Make sure all children have access to colouring pens or pencils.

Step 3

Each child throws the dice but can only move along a path if the number of the path matches the number on the dice. If it does, they move one space. If it doesn't, the child is stuck. Teach *You're / I'm stuck*. If they land on a bee, they have an extra throw.

They can only move if they know the name of the animal they are about to land on. If they don't know it,

they stay where they were and miss a turn. If they do know the animal name, they move to that animal and throw again. If the second number they throw doesn't match the paths available, they are stuck until their next turn. The first player to land on FINISH wins.

The players try to move from the top of the page (START) to the bottom (FINISH), moving from animal to animal as the numbers allow. They should colour the path they travel as they go.

Step 4

Ask a few students to tell you which animals they landed on by reading aloud their trail from start to finish.

Step 5

Now play the game again, but this time the children should note down which number they use each turn and add them up as they go along. Landing on a bee means double the total so far. The player with the highest total is the winner.

Step 6

Finally, draw a class matrix on the board. Write the following categories down the left-hand side:

- animals that live in water;
- animals that fly;
- animals that live in Africa;
- animals that live on a farm;
- animals that live in Australia.

Along the top, write:

- no legs;
- 2 legs;
- 4 legs;
- 6 legs.

Step 7

The children should help you fill in the matrix on the board. Some animals may appear more than once.

Step 8

In pairs, children can then play a guessing game, using the matrix on the board as a prompt, for example:

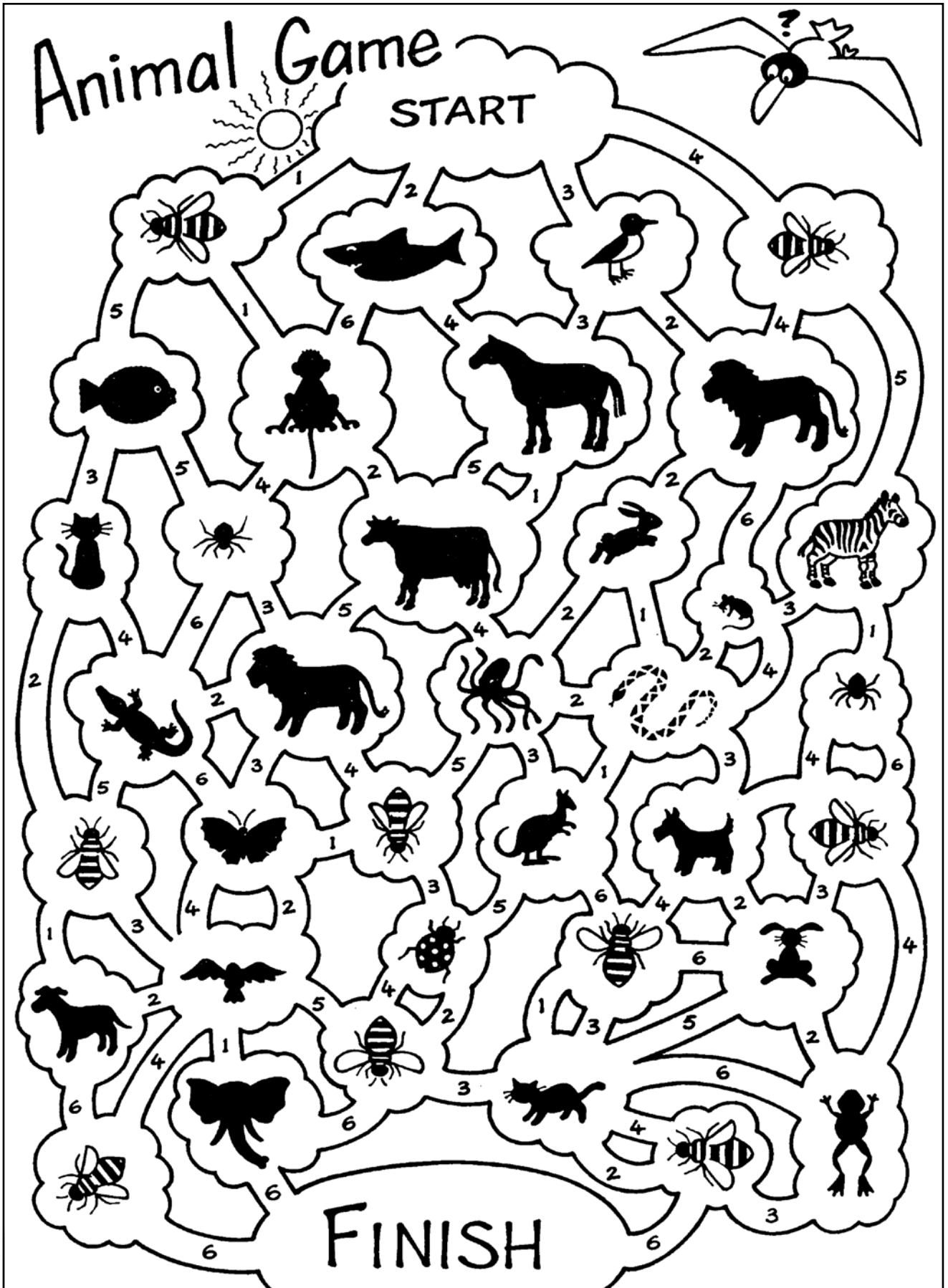A: I live in Africa. I've got no legs.

B: You're a snake.

A: Yes!

Follow-up activity

Let the children work out which route from START to FINISH would win the most points.

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